

THE NEGRO COLLEGE QUARTERLY

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WHAT IS A UNIVERSITY?

A university should be one institution in which there is complete liberty to investigate and to express one's ideas. It is a community of scholars only in the sense that all seek what they think is true, and all respect one another in the common search for knowledge. A great university is impossible in an atmosphere which forbids or cramps free speech and free investigation. The right of members to speak must be respected and defended, even though other members of the faculties and governing board do not agree with what is said. The only "authority" to be recognized is the truth. If a university is a place to think and to investigate, then differences of opinion must be normally expected. Nor should opinions be evaluated according to the rank or priority status of the persons offering them. The idea of any member of the university, whether master or apprentice, must be respected and evaluated on its own merits. — H. C. WITHERINGTON, Bowling Green State University

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Editorial Notes

IMPORTANT EDITORIAL ANNOUNCEMENTS

DR. V. V. OAK, professor of economics and sociology, and editor and founder of this Quarterly, will give up all editorial duties at the end of the present calendar year.

Because of several unexpected difficulties, the issuance of a special Summer number previously announced has been cancelled. Some of the articles, however, which were written for the special number with its main theme centered upon "Education for Democratic Leadership," will appear in this and subsequent issues.

THE RESPONSIBILITIES OF THE

POSTWAR NEGRO COLLEGE

GENERAL ARTHUR G. TRUDEAU, acting director of military training, ASF, has made some pertinent observations which Negro colleges should take seriously and accept as a sound guide for their postwar programs. Too many of our colleges are paying undue attention to quantitative enrollment and neglecting completely its qualitative aspect. As a result, many of our colleges are turning out graduates who are incompetent to do worthwhile jobs, and, what is worse, who have acquired inflated ideas about their own abilities.

There are some college teachers and administrators who believe that all submarginal students in their classes should receive at least the lowest passing (sometimes called "complimentary") grade of "D." In one highly accredited college teachers were told by the powers that be that no student enrolled in the Summer

school should receive a grade below "C" under any circumstances since most of these students were public school teachers who had come to get additional college credit because the state was demanding of them better educational qualifications. It was argued that it would be cruel to deprive them of their only means of living even though such an argument meant poorly prepared teachers for our own children. This type of philosophy is so damaging to the future of the Negro that those of us who are seriously interested in the long-range effects of such dangerous devastating policies ought to do something about them.

Writing on "The Role of the Negro Schools in the Postwar World"* and basing his observations on the training experiences with Negro soldiers, General Trudeau offers the following suggestions for Negro colleges:

1. *It is a matter of extreme importance that standards in your institution be carefully set.*

2. *However sympathetic you may wish to be with those of your students who are not applying themselves, either because of lack of effort or because of lack of previous preparation for the work, it is important to maintain minimum standards.*

3. *Students who are ill-prepared for particular courses may well be required to pursue pre-requisites given at the college level—with no college credit for the course.*

4. *It is incumbent on educators at the college level to strive for the improvement of education at the elementary and secondary level, if they wish to assure the quality of the student entering college.*

Regarding the unusual success of the "Literary Training Program" of the Army in which many Negro soldiers were enrolled the General says that the following conditions in the "Special Training Units" undoubtedly contributed to their satisfactory accomplishment:

- (1) Small size instructional groups
- (2) Carefully selected and well prepared instructors
- (3) Excellent teaching materials

*Paper read at the Conference of the National Association of Collegiate Deans and Registrars in Negro Schools held at Wilberforce University, March 20-23, 1945.

- (4) Good classroom conditions
- (5) Special adapted motivation
- (6) Full instructional day
- (7) Regulated living, insofar as security, food, housing, etc. are concerned.

Discussing the Army's "Regular Training Program" for the purpose of training different technicians and specialists essential to the conduct of a mechanized mobile war the General makes these interesting as well as optimistic comments:

Many Negroes in the Army have demonstrated the capacity to acquire complicated mechanical and manipulative skills and the ability to apply them in practical situations. Acquisition of these skills has required diligent application in addition to manifest capacity. Such application was elicited in response to appropriate motivation and guidance; well-graded instruction, adapted to the needs of the individual man; and assurance that the individual developing the skill would be given ample opportunity for its use. There are important lessons that Negro educators can learn from this Army experience.

Serious students of Negro education will do well to read the entire paper of General Arthur G. Trudeau which will appear in one of the forthcoming issues of the *Quarterly Review of Higher Education among Negroes*. We are giving below a few more excerpts which we regard as very valuable to every college teacher and administrator.

The proportion of Negro enlisted men who express a desire for education after the war exceeds that of white enlisted men. This is true of Negroes at every level of education. When you consider that upwards of 100,000 Negroes in the Army have had the equivalent of a high school education or better, you get some idea of the magnitude of the postwar educational problem. It is of course conceivable that some of the plans may not materialize for any one of a number of reasons. But as educational leaders, you can do much to capitalize on this educational interest expressed by Negroes. And you can make your courses of instruction so meaningful and practical that they will be intrinsically motivating.

. . . Negro educators and leaders, especially, will have a great responsibility. The war has provided the American people with an example in democratic living; for, in the armed forces, people of all faiths, antecedents, and color have been knit together to form a great

fighting force. In the armed forces, Negroes have had an opportunity, unparalleled in our previous history, to demonstrate their capacities, drive and devotion to duty. It will be your responsibility in the postwar period to develop adequate educational opportunities which will give all the Negro people further stimulus to make full utilization of their mental capacities and to seek responsibility commensurate with their training.

T. I. A. A.

Many Negro college teachers and college employees are unaware of the aims and objectives of the T. I. A. A. (Teachers Insurance and Annuity Association of America) and of the great saving* in premium they can make by securing life insurance and annuity policies from this Association whose sole purpose is to serve employees in colleges and universities. Quite often, Negro teachers, and especially if they are residing in the South, are debarred, on the basis of their race, the privilege of applying and receiving life insurance in such reputable concerns like the New York Life, Metropolitan Life, Mutual Health and Benefit Association of Omaha (which grants health insurance to Negroes but refuses to issue life insurance), and others. This is indeed a humiliating treatment which the Negro has been forced to tolerate, no matter how high he is in his social standing or personal health habits. The T. I. A. A. is a god-sent blessing in disguise to all college teachers in general and to Negro college teachers in particular who find it difficult to secure good insurance at just prices

*To give the reader a correct picture of the large differential in premium rates we are giving below the price charged by different insurance companies and the T. I. A. A. for a dividend-paying, \$1,000 endowment policy at 60, with waiver of premiums in the event of total permanent disability, available to college teachers (male) at the age of 30:

Metropolitan Life: \$34.60

New York Life: \$34.60

Prudential Insurance: \$34.22

T. I. A. A.: \$29.38

and who most often receive such low salaries that administrators are generally afraid and perhaps ashamed to supply research students with factual figures on them.

To acquaint Negro employees in colleges and universities with this Association we are giving below some information about it—information based upon the bulletins issued by it for teachers. Those who are interested in insurance should write directly to the Association for further information at its address: 522 Fifth Avenue, New York 18, N. Y.

Teachers Insurance and Annuity Association is a legal reserve life insurance company incorporated in the State of New York in 1918. It was organized at the suggestion of the Carnegie Foundation for the Advancement of Teaching to issue life insurance and annuity contracts to employees of universities and colleges in the United States, Canada, and Newfoundland. Its charter provides explicitly that its business shall be done without profit to stockholders.

The Carnegie Corporation of New York endowed it initially with \$1,000,000 and supplemented this grant in 1938 with a further gift of \$6,700,000 to the Association. The stock of the Association is transferred to a small, self-perpetuating membership corporation created by a special act of the New York legislature. The sole duty of the members of this corporation is to elect trustees for the Association from year to year.

The Association pools college and university plans for retirement income with the object of making them sound, economical, and of such a nature as to furnish the benefits desired without interfering with the free migration of talent between different employing institutions. At the same time it furnishes an *unusually economical life* insurance service.

T. I. A. A. has no purpose for existing other than to serve the colleges and universities and their staff members. Its policyholders have at all times a representation of four on the Board of Trustees, chosen as a result of annual balloting. The Associa-

tion uses no soliciting agents. It depends largely on its present policyholders to tell their colleagues about it. A large majority of endowed colleges and universities that have inaugurated contributory retirement plans for faculty members along with many tax-supported institutions use contracts of the Association.

The Association issues a variety of life insurance policies some of which have been designed to meet the special needs of college and university staff members. A record of cash dividends for twenty-two years has demonstrated that the Association's life insurance coverage is, with possible sporadic exceptions, substantially more economical than that of commercial companies. This is explained by the absence of agency expense and the desirable type of insurance risks composing the Association's clientele.

The Association is in a strong financial condition, maintaining reserves on conservative basis and holding substantial surplus funds for contingencies.

The following four groups of persons may apply for policies of the Association:

- 1) Any employee of a college or university in the United States, Canada, or Newfoundland;
- 2) Any employee of an institution on the Association's list of cooperating institutions;
- 3) Any one who is already a policy holder;
- 4) The wife or widow of an eligible person.

No change in the employment status after the policy is once issued affects the premium.

DISCRIMINATION IN MEDICAL COLLEGES

In an article, "Discrimination in Medical Colleges," based on the findings of a survey of medical colleges in this country and Canada just completed and appearing in the October American Mercury, Dr. Franks Kingdon, former president of the University of Newark and author of many books on religious, educational, and social affairs, points out that systematic discrimination on racial and religious grounds is being enforced by virtually every

medical school in the United States and that the principal victims happen to be Jews, even tho this undemocratic system also strikes at other minority groups, particularly Catholics, Italians, and Negroes.

"While the science of medicine is making magnificent progress, prejudice on a voodoo-doctor level prevails in the choice of its future practitioners. . . . Privately the medical deans acknowledge that they apply a 'quota system' designed to keep out minority-group applicants. But not one of the seventy-eight Grade-A medical colleges in the United States and Canada interrogated by questionnaire would admit this fact in writing."

Dr. Kingdon charges that the following medical schools have a rigid quota system "denied in words but applied in fact":

Yale University School of Medicine

Johns Hopkins University School of Medicine

Harvard University Medical School

Dartmouth College Medical School

Columbia University College of Physicians and Surgeons

Cornell University Medical College

University of Rochester School of Medicine and Dentistry

Duke University School of Medicine

Bowman Gray School of Medicine of Wake Forest
College, N. C.

University of Virginia Department of Medicine

Northwestern University School of Medicine

Syracuse University College of Medicine

Baylor University College of Medicine.

The following two colleges are the closest two which follow the non-quota policy:

The Medical School of New York University

University of Illinois School of Medicine

Educators of Tomorrow

ALGO D. HENDERSON, *President*

Antioch College; Yellow Springs, Ohio

PROGRESSIVE EDUCATORS of the teens and the twenties educated for the perfection of the individual; that, is, as stated in terms of their educational philosophy, they desired to secure the result of "well-rounded" individuals—persons who were intellectually well trained, who were physically in good condition, and who were morally and spiritually well adjusted. The educators of today are beginning to see that the educators of tomorrow must have a broader objective in view. The education of well-rounded persons is still of great importance, but well-rounded for what? One might say "all dressed up in his Sunday clothes, and ready to go, but where?" The education of tomorrow must have broad social objectives. It must be dedicated to the welfare of humanity.

The former view was a natural one. It was the natural sequence of thinking in a country which was based upon individualism. The era of individualism in the America of frontiersmen, of pioneers in industry, of the code of morals based upon the objective of individual salvation, closed with the end of the prosperous twenties. It was a great period in American life and history. It produced individuals of great initiative, originality, and achievement. It was natural for educators to think in terms of producing more perfect individuals.

Now, as a people, we are becoming consciously aware of the great unsolved social problems in the United States and in the world today. We are beginning to see that the biggest job before us is to build a more perfect society.

Our self-satisfaction as individuals, especially as individuals of privileged status basking in the comforts produced by our industrial economy, was rudely shaken by two calamitous events:

the depression of the thirties and the World War of the forties. Out of these events we have got new insight about the imperfections and maladjustments in society today; about the problem of unemployment; about poverty, malnutrition, and disease; about sub-standard housing, community slums, and the miserable living conditions suffered by the sharecroppers; about inequalities of opportunity among the economic classes and among the races; about inequities in the distribution or availability of the raw materials in the world; about the conflicts between the democratic ideal and the practice of imperialism; about the viciousness of the indoctrination of racial inequalities and of totalitarian ideologies.

It is perhaps a reflection upon the educators of the past that they were unable to educate to prevent these tragic events. Germany, for example, had the greatest universities in the world, so it was said; yet their influence was nil when it came to solving the great problems of Germany and of Central Europe. Educators of the future cannot bear the blame for the failures of the past, but now that they are awakened to the needs of the future, they have a new responsibility which is great and grave.

The heart of this responsibility lies in educating for democratic participation and leadership. The ideal of democracy differs from other ideologies, particularly that of totalitarianism, in that it requires education in order to make the most of its possibilities. In a totalitarian setup the fuhrer or dictator can determine through some means, intuition or otherwise, what the social pattern shall be and what the activities of all individuals shall be. The leader does the thinking if any thinking is done. He does the talking; it is the business of the other people to listen and to obey orders. A democracy, however, depends for its very strength upon universal education, upon the idea that every person should be educated to think for himself and to take some part constructively as a citizen. And it depends upon keeping the opportunity open for those of the best abilities to go on to higher education. They are needed as potential leaders in their communities and in the world,

and higher education should help prepare them for undertaking this work.

The educators of tomorrow have a primary responsibility to work toward better education for everyone. There is a notion, which gained some headway during the years of the depression, that education above mere literacy is not desirable for many people, that the education of these persons merely increases their unhappiness because it creates in them tastes and interests which because of their economic status they cannot hope to satisfy. As some of the more reactionary-minded persons put it, "These people are happy as they are. They live a contented life. Do not spoil them by education." This point of view is nonsensical and vicious. It is the point of view of those who believe that society is best when there are aristocratic elements at the top and where the benefits from their knowledge and their productive efforts trickle down through the masses. That is an erroneous view. That is *not* the democratic way. In the United States, educators must stand squarely for educational opportunity on the basis of the merit and the abilities of the young people.

More complete and genuine opportunity for education is needed in the United States for several reasons, of which the following six are of greatest importance:

(1) It is morally important because we in this country subscribe to the ideal of equality of opportunity. Morally speaking, we should "practice what we preach."

(2) It is legally important because the Constitution of the United States provides democratic mechanisms and a code of civil liberties which imply the necessity of having a well-educated citizenry.

(3) It is economically important because the United States needs to raise the standard of living for everyone, and education is part of the means for doing so.

(4) It is important for reasons of national defense because the United States, with its limited population in comparison with the rest of the world, needs to utilize its human resources fully,

both through giving them training and through giving them a basis for adequate morale.

(5) It is socially important because uneducated people do not contribute fully to having a healthy, happy, and prosperous society.

(6) It is politically important because we pretend to have a democracy, the first essential of which is to have informed and thoughtful citizens.

Within this orientation of universal education there need to be two primary elements in the curriculum. Everyone should be given the literacy and other tools, as well as the general knowledge about history, geography, government, and so forth, to fit them for their responsibilities as voting citizens and active community members. Secondly, everyone should be taught enough skills of the occupational sort to give each individual some preparation for earning his living and contributing to the social welfare through his daily work. Education finds expression in the life of a person. The life of every individual contains at least these two phases: earning a living and being a citizen.

Consistent with the idea that education for the future must concern itself also with social purposes, there is needed on the elementary and secondary levels some programs of additional studies which relate to the prevailing social issues. This is necessary in order that these prospective citizens will have opportunity to formulate judgments about social problems on a rational basis rather than on the basis of so-called "authoritative" opinions or emotional prejudices. Take, for example, the problem of race relations in the United States. Gunnar Myrdal, the Swedish social scientist, has pointed the way to the gradual solution of this problem through application of the American ideal of equality of opportunity. But standing in the way of the realization of this ideal are walls of prejudice and ignorance, and of envy and hate. It should be part of the purpose of an educational program in the United States to provide a sound factual basis for understanding the problem of race relations and for dealing with it

intelligently and constructively. This suggests the inclusion, in the subject matter to be studied, of materials from such fields of knowledge as anthropology, sociology, and psychology. It is time that we introduced elementary materials from these fields into the public school curriculum.

The educators of tomorrow need also to give careful thought to ways of improving higher education. For one thing they should work for equality of opportunity here too. The typical citizen in the United States and the typical legislator are under the delusion that any young person of adequate ambition can still work his way through college or university if he really wants to do so. Of course, the exceptional or lucky student can do this, especially if he takes more than the usual number of years in college. However, practically speaking, it is not possible to do so. A study made by the Ohio College Association showed clearly that half of the students who had graduated from high school in the highest quarter of their classes were not going on to college and that the largest single factor was lack of adequate finances. A similar study made by the American Youth Commission revealed almost identical results. Now, if half of our ablest young people are not getting the benefit of higher education, we as a nation are losing much of the advantages of their unusual abilities. By reason of getting less technical training they cannot become as creative or productive. By reason of failing to get the greater wisdom which can come through liberal education, these young people cannot contribute in civic and social ways as much as they might otherwise do toward building a better society here in the United States. Presumably, most of the young people who cannot go into higher education are from the families in minority, immigrant, racial, or marginal economic groups. Yet, in terms of building here a really fine democratic society and setting an example for the rest of the world, it is within these groups that there lies the greatest need for cultural assimilation, increases in standards of living, improvements in health and sanitation, and the other

advances toward which educated leadership can make a genuine contribution.

If the majority of those who do not go on to college cannot go because of lack of adequate finances, then educators must see that the public becomes concerned with this problem and makes the necessary financial provisions. It is this writer's opinion that a national system of scholarships, federally financed, and available to individuals on the basis of competitive scholarship examinations is desirable. The provision of scholarship aid by private individuals and by the states—as New York State is doing—is very helpful. At Antioch College we discovered that the reason Negro students were no longer coming to Antioch as they had done in the earlier years of the College was that the necessary costs of tuition, room and board, and supplies were too high. We then set out to acquire some scholarship funds and during the past three years have been making this financial aid available to able, young Negro students. Two of them, incidentally, are among our students of highest academic achievement. Another method that helps in solving the financial problem is the cooperative work-and-study program in use at Antioch and many other schools. This program has several educational objectives but because, under it, the student has regular periods of work on jobs at regular wages, he can save some money toward paying the costs at the College and thus help work his way. Some seventy-nine institutions have been using this plan and it seems to be suitable for much wider use. When an institution which uses this work-study plan is located in a populous area and the students can live at home while at their jobs and in the college, they can completely pay their own way.

A second thing that educators can work for is to secure a better integration between vocational and cultural subject matter. There has been too much tendency among educators in the United States to think of cultural education and vocational education as being two entirely separate kinds of education and therefore not to be mixed. That assumption is contrary to life. It may be re-

peated that every person in his daily living functions both as a job holder and as a citizen. He has work periods and he has leisure periods. He needs to have skills and he needs to have intellectual interests and knowledge. The reason behind the separation of the cultural subject matter from the vocational—either in separate schools or into blocks of years on the college level—lies in the false attitude which educators have toward it. Our traditions in the United States have come largely from Great Britain and there, historically, liberal education has been available to the upper classes and has been pretty much a badge of social prestige, and a leverage by which to get into preferred positions of employment such as the civil service. Cultural education in this country has been too much the veneer kind of training. Its objective has been to enable people to talk easily about art and literature, and if the occasion should ever require it, to be able to talk in a foreign language. Now these things are desirable, but they need to be more a part of the living of the individual. Culture is not a static “something” like the frosting on a cake, which makes the living more palatable. Culture is a dynamic process. It is a stream of human experiences coming out of the past, operating in the present, and pointing the way toward the future. Culture is the way we live. The aim of studying culture should be to enable individuals to help build a better way of life.

Since nearly everyone devotes the major part of his creative energies to the daily job he does, it is obvious that both cultural and vocational education should aid the individual to do his job better and to enable him to make the job he does contribute more to building a better society. There is the place, then, for vocational and cultural education in every phase of the curriculum. The two really should be inseparable, but because they have been so largely separated, the educators have a big task before them in getting an adequate integration.

In view of what has been said above, the need for the third reform in higher education will be apparent. If our cultural heritage is really a moving stream, then the best manifestation of

it is life today. This implies that the college curriculum should be centered upon a study of contemporary society. Students should become thoroughly acquainted with society as it exists, with its great unsolved problems, some of which were mentioned above, with the art, the scientific invention, the attitudes of people, the kinds of organizations through which people live harmoniously together and can accomplish things together. They can get this first-hand acquaintance either through a work-study kind of program or through studies made in the classroom under the direction of well-informed teachers. The progressive improvement of society is possible because we build upon the experience and achievements of men in the past. As the students secure a good view of the kinds of improvement needed in society today, they are then in a position to make effective use of historical materials. It is here where the students should study the past. They need to acquire the perspective which history can give them; they need to know how men in the past have solved important problems relating to their own times; they need to learn the most advanced scientific techniques; they need to get a good grounding in ethics through having discussions of what wise men of the past have considered to be good for society and what they have considered to be bad. It does not suffice to study things in a vacuum. It is important that the student's thinking be related to the events of today in order to extract the best meaning from the wisdom of the past. The past has full meaning only as an aid in the interpretation of the present and in securing new knowledge and vision about the possibilities for tomorrow.

Enough by way of illustrations has been given to enable the reader to see why the writer believes that the educators of tomorrow must redesign their objectives in education. The education of tomorrow must concern itself not only with the training of the individual so that he will be a more fully developed person. It must, in addition, be oriented toward the improvement of society. What is education for if not to help us solve these problems of war and peace, of economic maladjustments, of inequities

between majority and minority groups, of malnutrition, sanitation, and disease? What is education for if not to teach us how to build a better way of life and what the essentials of that life should be?

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Educating Negro Teachers for a Democratic Society

HAROLD FLETCHER LEE, *Professor of Education*
Lincoln University; Jefferson City, Missouri

IN A PREVIOUS ARTICLE¹ we focused our attention on the liberal arts college and proposed an integrating program as a means of enhancing its effectiveness. In the present article we examine some significant challenges and trends in teacher education and suggest some constructive measures for those Negro institutions which still fail to give full adherence to a democratic philosophy.

SCIENCE CHALLENGES OUR TEACHERS

Scientific developments in the biological, physical, and social sciences have given to educators a new concept of the nature of the individual and of the way he learns. The salient principles which underlie the progressive transition to a new conception of childhood education might be summarized in this manner:

1). Biological research presents evidence that (a) the learner is a unitary organism characterized by energy, sensitivity, and adaptability; (b) this organism is set in a multi-varied environment; (c) this environment both challenges the activity of the organism and satisfies purposeful activity on the part of the organism which interacts with it in terms of felt needs;

2). Organismic psychology (growing out of this biological interpretation of child nature) indicates that (a) the learner is an active agent in the educative process; (b) equipped with purposes, needs, interests, or goals to seek, the learner interacts with his environment for satisfaction; (c) this energetic, sensitive, adaptable agent being unitary, interacts as a whole with his

¹Harold Fletcher Lee, "A Proposed Integrating Program for Liberal Arts Colleges." *Educational Record*, Vol. XXII, No. 1, Washington, D. C. American Council on Education, 1941.

physical and social worlds; (d) it is in this way that the "self" or personality of the individual is organized, developed, or integrated; (e) because in this process of untary interaction with environmental stimuli for the satisfaction of his needs the individual might acquire undesirable by-products of personality, there is need for careful guidance in the process of environmental contacts (here enters the teacher); (f) this organism, equipped to grow and develop by his own initiative, if freedom is given him to pursue the responsibility he senses, is not, however, the only "minnow in the brook"; (g) the human organism equips many environments, both physical and social, that demand co-operation, sharing, division of labor, resolving of conflicts, and selection of the good that serves all.

3). Some of the implications of these biological and psychological considerations that directly influence the progressive transition toward a new conception of childhood education are: (a) The student's environment for learning overflows the school, even beyond his local community, out into any physical or social environmental areas that he might contact through personal or vicarious experience. The educative process must have many-sided, multi-varied aspects; must be rich, significant and challenging. (b) The active agent in the educative process must be the student, free to choose and discharge his selected responsibility among his fellow learners. (c) The teacher, more significant and valuable than ever, acts as a guide, richly laden with motives and suggestions in order that the student's personality might integrate along positive lines as he acquires ideals, attitudes, and appreciations, along with abilities, skills, and flexible habits necessary for intelligent social living. (d) Experiences, out of which come meanings and understandings, as well as knowledge, constitute the basic nature of the curriculum. These experiences tie up with the past, explore the present, stimulate creative thinking and give play for appreciations and attitudes. These experiences extend into physical and social environments. They suggest leads for further learning; they prompt questions and problems that

demand satisfaction. These leads and problems demand rich collateral materials for reading and observation; abilities and skills become automatic through repetition in intelligent situations. (c) Such an experimental curriculum implies its own method. Curriculum and method become a unitary consideration through which the student both lives and grows.

DEMOCRACY CHALLENGES OUR TEACHERS

Technology has created for us a new social environment. Yet this technology, which carries the seed of unlimited good for man individually and socially, has introduced perplexing personal and social problems and conflicts. The persistence of these problems and conflicts today challenges man's intelligence to solve them. One might turn to the schools for help because society has always understood that, of all its basic social institutions, the school can be most potent in promoting a way of life. But in the past, the way of life promoted by our schools was one dominated by a philosophy of preserving unviolated our social heritage. Thus were men kept hide-bound by the bondage of traditional ways of thinking and behaving. Slavery to tradition is intolerable in an age of rapid social change. Fortunately, the new conception of the nature of the individual and of the character of the learning process, forced by scientific developments in the biological, physical, and social sciences, has recently been reinforced by the emergence of a new social philosophy which conceives democracy as a distinctive way of living and the school as being a democratic society's chief means for promoting its way of life. Thus a new philosophy of education was born; and thus emerged here and there reconstructed elementary and secondary schools actuated by this new philosophy. With the passing of the years, these schools rapidly have increased in number and influence. Their purpose has been to realize in practice a democratic educational philosophy for a democratic society.

To realize such a purpose, the curriculum of the school becomes the first means to an end. Significant social aspects of

this curriculum should include situations and activities that give opportunities for participation in and critical evaluation of: (1) family relationships, (2) civic activities and responsibilities, (3) the production, distribution, and consumption of goods, (4) world relationships, (5) associate living, and (6) disturbing problems and conflicts within each basic area of human interest and living. These situations and activities, supplemented by collateral readings in terms of problem-needs which stem from the student's own conflicts in thinking and behaving should constitute the meaningful part of a curriculum for democratic living.

THE BASIC FUNCTIONS OF THE TEACHER

Schools actuated by the implications of the new science and organized to promote the democratic way of life must be led by a different type of teacher from that which functioned in traditional schools. This new type teacher is necessary because the functions which he must carry out are so vastly different from those which engaged his prototype of the "yester-year." Some of the more significant of these changed functions might be expressed in such terms as: (1) serving as a source of inspiration, motivation, and guidance into the rich resources of human culture; (2) serving as the means by which the student is oriented into the larger social life; (3) assuming responsibilities as a guide by which varying individual needs and interests might be realized; (4) participation in continuous curricular revision programs to the end that the school might relate its endeavors with the changing needs of a dynamic society; (5) organizing the life of the classroom along democratic lines; guiding students in their efforts at problem-solving and creative expression in the arts; helping students to see the full implications of the traditional ways of thinking and behaving to which in the past they have given their allegiance; and assisting them in building a democratic social philosophy which will guide them through the impinging conflicts of post-war America; (6) participation in such community activities as will lead to the greater democratization of every area of com-

munity life; (7) participation in democratic administrative and supervisory programs.

THE SHORTCOMINGS OF TEACHER EDUCATION

Despite commendable developments in many institutions of teacher education, the average American teacher is unprepared to realize the foregoing functions. He is unprepared because he does not comprehend the full implications for education, of the impact of recent scientific developments, and because he does not possess a social philosophy adequate to meet the challenge of our times. There are still many institutions for the education of teachers whose effectiveness is restricted by an antiquated educational psychology and an outworn social philosophy. Such institutions purport to train intelligent teachers for a dynamic democratic society when their entire curricular program reveals an unwillingness to accept the implications of organismic psychology that life is growth; that growth is characteristic of life; and that all education should be one with growing. All too frequently their guiding social philosophy, as indicated by their practices, is that of conserving the social heritage, despite their denial of such a restricted social theory. Therefore, they fail to inject into their programs of teacher education the concept that the educational process is a continuous affair of growth and that growth should facilitate further growth. Reconstruction of experiences, goal activities, purposeful living, democracy as a continuous process of becoming, progressive integration of experiences, and the developmental release of intelligence—none of these concepts has gripped a number of institutions for the education of teachers. These statements appear obvious, despite the fact that in certain cases lip service is given to some of these concepts. Where the new psychology and philosophy have filtered into teacher education, there has frequently been an inevitable clash between the conservers of the social heritage in the liberal arts college and the proponents of student growth, democratic living, and pro-

gressive releasing of intelligence in the professional division of the school.

Growing out of the foregoing major defects in many programs of teacher education are a number of derivative weaknesses. Some of the most serious of these limitations are as follows: (1) failure to make adequate provisions for individual differences in capacities, interests, and needs; (2) lack of functionality in curricular offerings, in methodology, or in both; (3) apparent complacency in the midst of blind practices of rigid compartmentalization; (4) existence of blind, competitive practices among departments; (5) persistence of subject-matter centered programs at a time when concentration of endeavors should be upon the student as he interacts with the whole of his effective environment; (6) existence of a spirit of unfriendly competition among students; (7) absence of the modern scientific personnel point of view for intelligent educational counseling and guidance; (8) segmentation of teacher education from the lower levels of the educative process (elementary and secondary education); (9) over-emphasis upon free elective courses; (10) blind acceptance of and belief in piece-meal learning; (11) lack of provision for curricular experiences which can be integrating for students; (12) retention of a highly specialized teaching staff which possesses an inadequate social philosophy and an insufficient understanding of the implications of recent scientific developments as to the nature of the individual; (13) retention of a group of specialists who lack the broad general educational foundation demanded by modern life and by an effective teacher education program; (14) lack of sufficient opportunities for creative experiences in the arts and sciences and the discouraging of self expression on the part of students; (15) failure to develop an adequate concept of evaluation; and the lack of both the necessary instruments for evaluation and of the ability to prepare them; (16) possession by the teaching and administrative staffs of a dualistic conception of the values of the so-called cultural and vocational or professional courses;

(17) persistence of autocracy or authoritarianism in institutional administration.

SOME ASPECTS OF AN EFFECTIVE PROGRAM

We propose for teacher education a guiding principle similar to that previously offered² for the liberal arts college. This principle might be stated as follows: *To guide and direct the growth of the prospective teacher through rich, varied, and significant experiences to the end that intelligence might be liberated for constructive democratic personal and social living.* This is just another way of saying that one major purpose of Negro education for America today must be that of *guiding our teachers into a democratic way of life.*

In addition, the institution for teacher education should emphasize, among its derivative, specific functions some such statement of purpose as: *To lead the student into an understanding of the basic principles of the teaching profession, together with opportunities to apply them.*

What are the major implications for teacher education of the foregoing guiding principle and its derived objective? In the first place, teacher education should accept the psychology of growth and build an educational program which would make real student growth possible. In the second place, teacher education should commit itself to the philosophy of liberating intelligence for democratic living. Such a psychology and philosophy would immediately cut the ground from under the feet of all who contend for either the supremacy of subject matter, on the one hand or the prime importance of method, on the other hand. This is to say that, traditionally, knowledge of subject matter has been an end in itself for one party of the disputants; whereas, for the other party this end has been method. Yet, in the light of the principles we have proposed neither subject matter nor method could possibly serve as ends in themselves. Rather both become means for growth and this growth is directed toward acquisition

²*Ibid.* p. 57.

of intelligence for democratic living and for dynamic professional leadership.

Specifically, the goals which we propose for teacher education indicate that the professional growth of the student in training should begin in situations of his own experiencing. These situations should be vital, concrete, and motivating. They should arouse in the student a feeling of need or suggest disturbing problems. They should instigate a willingness to engage in purposeful or goal activity. Such a student might experience a need for knowledge of subject matter at one moment and for method (as a way of dealing with subject matter) at another moment.

A program of this character would rule out instantly all stereotyped, inflexible curricular programs. On the contrary, each student's program would be developed according to his needs. For example, the student should discover many of the problems of teaching as he mingles with pupils, parents, and school clientele (during his training period) in challenging community-school situations. Similarly, he should develop tentatively educational principles, techniques, etc., as he lives in these diverse types of community situations. Likewise, he should grow into an understanding of desirable theories and practices of education as he undergoes many practical observational experiences under guidance in the campus laboratory training school. Furthermore, he should experience through student teaching in campus laboratory situations the ideal testing grounds for the curricular program proposed as the childhood pathway into the democratic way of life. Thus the teacher in training will become further sensitized to democratic social and educational values by experiencing, under guidance, their concrete applications. In addition, the student should arrive at an understanding of desirable theories and practices of education as he shares with fellow students and with intelligent teachers the educational problems he has discovered and as they collectively attempt to find satisfactory solutions.

Similarly, the student should seek and acquire knowledge of subject matter. The experiences of participating intelligently in

varied types of community life while in training should create a sensitive awareness of the major discrepancies in American life. They should arouse as well an earnest desire to employ democratic social and educational practices as the lever by which cherished social values might be critically examined and progressively enhanced. Cutting across traditional departmental lines, the student should challenge his instructors to guide him in the gathering, organizing, and interpreting of subject matter vital to the conflicts and problems of living in each of the diverse communities whose life he has shared. One result of such a curriculum-methodology would be reconstructed experiences and multiple learnings (understandings, attitudes, appreciations, ideals, interests, information, abilities, habits, and skills). Another result would be greater insight into the possibilities of democratic social action for extending the frontiers of participative living. An additional result would be an increased disposition to evaluate all educative materials in the light of their wider social implications.

This democratic program of teacher education must not cease with the conferring of a degree. In the larger sense, college graduation should provide even more extensive opportunities for professional growth. Consequently, teacher educational institutions are obligated to serve the larger community by extending their services ever more helpfully to their graduates. The perplexing social problems and conflicts incident to postwar readjustments will render even more pressing these community responsibilities. In this wider institutional projection into community life, the guiding philosophy should continue to be cultural and professional growth through problem-experiences, participative living, and reflective thinking. Such a process should broaden progressively the intellectual horizons of the graduates and reveal continuously new social challenges to the institution they serve.

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The Negro and the Teaching of Agricultural Vocations

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PRIOR TO 1895 NEGROES and Negro leaders had an abhorrence of any training other than religious and classical. At that time there came forth a Negro with a new idea. He said to his race, "Cast down your buckets where you are." This man was Booker T. Washington. He insisted that since Negroes must toil they should be taught to toil skillfully and scientifically. The majority of the 13,000,000 Negroes in America are to be found on farms or in rural farm communities. Since most of these individuals find their lives' work in rural farm communities, it is apparent that education in agriculture for Negroes has the responsibilities of contributing to the development of rural leadership and to the preparation for a more complete scheme of rural-farm living. This is what Washington must have had in mind when he said:

The only education worth while is that which reacts on one's life in his peculiar situation. A youth, then, should not be educated away from his environment, but trained to lay a foundation for the future in his present situation, out of which he may emerge into something above and beyond his beginnings.

Though Washington's idea was received by most whites as a safe means by which they could educate Negroes and yet make education mean one thing for whites and another thing for Negroes, the Negroes represented by such outspoken leaders as W. M. Trotter and W. E. B. Du Bois vigorously opposed such a plan and, in the words of Carter G. Woodson, proceeded to attack Washington, branding him with the opprobrium of a traitor to his people.

Many other difficulties posed themselves in developing agricultural education for Negroes, most of which are superficial or imposed and are commonly referred to as (1) differences in racial heritage, (2) social customs, and (3) traditions and economic conditions. Nevertheless, the fact is gradually being recognized that in agriculture there is no such thing as racial differences in relation to agricultural vocations. Consequently, the Washington philosophy was recognized nationally and found expression through the Federal Vocational Smith-Hughes Act of 1917 and the George-Deen Act of 1936 which provided for the teaching of agriculture on a secondary school level and for resident and itinerant teacher training in land-grant colleges, in that individuals may teach trainees to teach agricultural vocations. Thus Washington is often referred to as the father of vocational education.

Every state and territory has fully developed facilities for the teaching of agricultural vocations to youth. The seat of such training is the designated land-grant college from which the Federally aided program is spread to the secondary schools of the respective state or territory. In the seventeen (sometimes regarded as eighteen) southern and border states are located seventeen land-grant colleges for Negroes. These institutions are not comparable in size nor in facilities to the respective white land-grant colleges; hence the limitations on training. Such institutions are also handicapped for various other reasons among which may be numbered:

(1) The social unacceptability of agricultural vocations to the average Negro as a way of life.

(2) The misinterpretation of culture on the part of the so-called intellectual among the Negro group.

(3) The requiring of the Negro land-grant college to carry on a total University program with limited means and with limited personnel.

(4) The attitude of the majority of Negro college leaders, that the only education worth while is education that is classified

as liberal arts or academic despite the fact that the support for such education comes from agriculture and industry.

(5) The insufficient number of Negro leaders trained in the appreciation and ability to handle a land-grant college program.

(6) The general apathy of the Negro layman toward agricultural and industrial pursuits.

(7) The Negro's lack of backing of a body of agricultural, industrial, and business traditions. (The Negro's visions and ambitions do not seem to extend sufficiently at the present time in those directions. These traditions are most necessary to the building of a strong socio-economic and racial base.)

IMPORTANCE OF AGRICULTURAL VOCATIONS

A landless people are a powerless people. People must be located upon the land to thrive successfully. They must produce food, clothing, and shelter for themselves to be racially significant. The agricultural vocations involve the production, processing, handling, and training of individuals for the carrying out of these processes. Agriculture is such a big business that the United States Department of Agriculture lists its vocations under 165 divisions and 1,360 sub-divisions. These divisions of vocational agriculture endeavor are the bases upon which all manufacturing, mining, and transportation are built. In the field of science, such natural sciences as chemistry, physics, meteorology, bacteriology, botany, geology, entomology, and zoology become applied sciences in their uses in agriculture and are, therefore, basic requirements in collegiate courses in any field of agriculture.

Missouri, a border state in the west north central region of the United States, is made up of approximately 44,000,000 acres of land of which 36,000,000 are agricultural acres. In 1943 one dollar out of every six that was produced in Missouri was derived directly from the raw products of agriculture.

Negro farmers operated 681,790 farms in the United States according to the 1940 census reports. The farms comprised eleven

per cent of the total farms in our nation and occupied 30,785,095 acres. The total value of land and buildings in these farms was \$836,067,623 in 1940 and the value of farm machinery was \$40,193,537. The total value of farm products produced by Negroes in 1940 is estimated at something over a half billion dollars. Of the 681,790 Negro farmers 174,000 are owners or part owners. The full owners hold title to 8,215,026 acres. Significantly, there are nearly 8,000 Negro commercial truck-farm operators.

The biggest peace-time appropriation made to any one bureau of the Federal government, with the exception of appropriations made to the army and the navy, is to the United States Department of Agriculture, and this is supplemented or matched by funds from the various states or territories or local public political units within the states or territories. Therefore, there is little wonder that agriculture has such a wide acceptance in the social and economic thinking of Mr. Average American. It is unfortunate, however, that the average Negro American youth has such little opportunity to become acquainted with the ramifications and opportunities which are going begging in this vocational field. Unfortunately for this youth, his vision of this field is limited to those of putting seed in the ground and to the drudgery of the share cropper. It does not extend to the big business and commercial aspects. It is at this point that the schools and the teaching fail. Perhaps, a strong and unbiased program of vocational guidance and study of vocations would partially solve the problem. Most certainly, the Negro youth must finally compete in all fields of endeavor if he is to become integrated on equal footing with every other American citizen in the democratic pattern. The field of agriculture not only offers the most varied of opportunities suitable to most talents, but most phases of it are open to Negro youth with a minimum of racial prejudices serving as hindrances.

LEVELS OF AGRICULTURAL TRAINING

There are three levels where training in agriculture can be instituted: (1) the elementary, (2) secondary, and (3) collegiate.

THE ELEMENTARY LEVEL: Campaigns for curriculum revision are not new. They have always followed in the wake of times of stress or strain resulting finally not in a complete revision of the curriculum, but an improvement of emphasis on some points and de-emphasis of others. Our interest, however, is the place of agriculture, taught as agricultural arts or as a social or pre-vocational study at the elementary school level. It is true that such an interest is not new, for agriculture has from time to time been emphasized as a subject not so much in our elementary schools as in our old normal schools and high schools.

Prior to the passage of the Smith-Hughes Act of 1917, which emphasizes agriculture from the vocational standpoint, agriculture occupied a place in state courses of study of such states as Minnesota, New York, Iowa, and Missouri.

Agriculture, if taught as a social study, has very definite pre-vocational values as well as values which bring out the inter-relationships between the tools of learning. Many boys and girls who live in towns or cities are interested in landscaping, poultry raising, gardening, and other agricultural endeavors including agricultural mechanics. Being a practical art, real activities should be emphasized. Classes should be taken out to surrounding farms and given an opportunity to observe good agricultural practices. Trips may be taken to grain elevators, packing plants, canning factories, dairy manufacturing concerns, and other agricultural enterprises to observe the many branches of this industry first hand. Methods of motivation, organization, and practice with teaching of grammar, reading, spelling, handwriting, and arithmetic built around the agricultural core, could be the basis of this unit of instruction. Without such training a pupil is likely to grow up believing that the original source of whole milk is the bottled milk.

THE SECONDARY LEVEL: Instruction in agriculture on a secondary level may take on two forms: (1) that supported by the Smith-Hughes and George-Deen federally-supported vocational education acts and known as vocational agriculture, and (2) general

agriculture which may be sponsored wholly by the state department of education or by a local school unit. The former provides instruction for pupils fourteen to twenty-one years of age who are regularly enrolled in all day classes five days a week for ninety minutes per day. These individuals are required to have practical agricultural projects of sufficient scope to lead them into some agricultural vocation or form of farming. The many details of this training will not be discussed here. Training is also provided for out of school youth through part-time or day unit classes. Adult evening schools for farmers are also provided. In all cases the participants are required to have practical farm projects.

The general agricultural courses assume various forms. They may be taught on an orientation basis or be taught from the applied point of view. Unlike vocational agriculture, they lack uniformity when the schools promoting such courses are taken collectively.

THE COLLEGIATE LEVEL: In most cases collegiate training in agriculture is offered by the land-grant colleges. Such training is generally built around the following objectives:

(1) To train students in general agriculture that they may enter farming on the basis of big business principles.

(2) To train agricultural technicians: agricultural chemists, soil scientists, agronomists, soil conservationists, agricultural engineers.

(3) To train agricultural extension specialists.

(4) To train research workers.

(5) To teach through demonstration the results of experimentation.

(6) To carry on experimentation and research in co-operation with the Federal government supported by Federal Acts creating and supporting experiment stations. It is significant that there has never been a surplus of trained agricultural workers either among Negroes or whites.

(7) To train vocational agricultural trainees for teaching in secondary schools.

The agricultural field challenges Negro leadership to take the Negro where he is and lift him to where he can go. It challenges Negro youth to make use of neglected agricultural opportunities, for the race will never be strong without the backing of a well-founded program of agriculture. The program of education in Negro schools is out of balance because Negro leadership does not generally appreciate the need for agricultural and industrial training to bring the program of education in balance. Our leadership needs vision. Let us remember that where there is no vision the people perish.

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A Brief History of Higher Technical Education for Negroes

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THE PROBLEM of developing a program of higher technical education for Negroes involves interpreting the records of the past and the activities of the present in order to arrive at plans for the future. This article will consider briefly the historical growth of higher technical education for Negroes in the United States. The article in the next issue will discuss the functions and purposes of this education.

Too long has the basis for technical educational preparation for Negroes in Negro institutions been limited by a narrow perspective of the technological horizon. Too often "traditional" occupations and professions have been "set aside" for Negroes as belonging to them and to them alone. Such actions are not compatible with the philosophy of a democratic society. Preparation of individuals for useful citizenship must allow for the most efficient use of all resources of a whole society.

One needs but to look about him to observe that technology, especially in its industrial phase, is becoming more closely integrated with everyday living. Increasing numbers of persons are participating in the growth of a rapidly changing industrial technology. The duty of educational institutions in meeting the challenge of improving technology is to re-examine and re-interpret their technical education and research programs in the light of changing conditions.

Technical training and preparation are acknowledged by society as means for improving its general well-being. Adoption by the states of the provisions and benefits of the several Federal laws which provide for the subsidization and promotion of tech-

nical education is widespread. Benefits from invention, improvement, and production in technology are distributed among increasing numbers of people. Results derived from intelligent application of the control and utilization of physical forces, elements, and materials, on the one hand, and human efforts on the other are being shared by labor as well as management. Reasonable expansion of industrial enterprises for the improvement of the general welfare of society is sanctioned by government. These facts point to an enlarged place for industrial technology and technical education in modern society.

Philosophically, the position of the Negro in the industrial phase of society is fundamentally the same as that of any other individual. Existing conditions, however, are not in harmony with such a philosophy. In actual practice the Negro is denied total participation because of unintelligent discrimination. In spite of theoretical aspirations of militant members of the minority group, who sometimes desire instantaneous operation of democratic principles, the writer holds the opinion that actual present-day conditions and situations must be faced. The facing of these conditions does not mean approval but rather the acknowledgement of their presence and the need for considering them in the formulation of programs of action.

THE NEED FOR TECHNICAL EDUCATION

It has been pointed out that in terms of democratic principles, the needs of technical education for Negroes are essentially the same as those needs for other members of society. The general needs underlying the purposes of engineering and technical and industrial-vocational institutions in the main are the same for all groups that live and participate in the same society. Some of these needs are:

1. Educational institutions which include technical education in their curriculums require teaching and research personnel to maintain and expand their usefulness.

2. Industrial technological foundations have created institutions that need trained personnel to carry on their work.

3. Industrial technology needs more and better trained personnel to meet adequately its fixed, its changing, and its expanding needs.

To this list the following additions representing further needs caused by the maintenance of separate schools for the higher education for Negroes:

1. The acceptance of the benefits of the Morrill Act of 1890 and the designation of selected institutions as the land-grant institutions for Negroes require the carrying out the provisions of such acceptance and designation.

2. Negro citizens desire and need other phases of higher technical education not now available in their own Negro state institutions.

The term higher technical education, as used in this discussion, is a broad term used to represent and include the technical courses of all branches of engineering and semi-engineering, industrial-vocational courses, industrial terminal courses, and the laboratory work of industrial arts courses as offered and pursued at post-secondary levels of formal instruction.

The early curricula of all technical education were patterned closely after those of France, Germany, England, Russia, and Scandinavia. Although engineering education in America did not continue to follow the European pattern as closely as did other phases of technical education, its early curricula, like those of other kinds of technical education, were strongly influenced by the European scheme of formal instruction.

Most of the early conventional four-year engineering colleges began as private or public technical schools. The first institution of this kind was the Gardiner Lyceum, opened in Gardiner, Maine, in 1823. Its purpose was to give instruction in the branches most intimately connected with the arts and to teach these as the foundation of the arts. The early engineering schools were established

to furnish trained engineers to meet the needs of a developing technology.

The technical education leaders of the early years were not active engineering practitioners, but scientists and educators. Their desire was to make technical education a professional discipline on the college level similar to that prevailing in the professions of theology, law, and medicine. The curricula were composed of courses strongly reflecting the pure scientific and theoretical point of view. A number of courses found in programs of liberal arts were included to give "dignity" to the total curriculum. Many of these pioneer educators did not believe in combining manual labor with school studies but rather stood for teaching through the application of principles.

Although the establishing of engineering curricula and institutions enabled many young men to enter vocations of their choice, the vagueness of the objectives of programs of education for engineers and the uncertainty of standards became a great hindrance. Thus, until approximately 1862, educational discipline aimed at the realization of "true educational culture" and perpetuated the monopoly of classical learning. The training of artisans, trades foremen, and technicians in the application of science for the common purposes of life was neglected in the formal instruction of the early institutions.

GROWTH IN TECHNICAL EDUCATION

The Morrill Act of 1862 marks a change of emphasis from the classical learning and its control of educational disciplines to an education aimed at the application of science to the "common purposes of life."

Engineering education, which received its impetus from the first Morrill Act of 1862, was implemented by the second Morrill Act of 1890. Out of these two acts have grown most of the present state colleges of agriculture and many of the state universities, which are often referred to as land-grant colleges.

Although Negro land-grant institutions were especially aided by the Morrill Act of 1890 they did not experience the same growth toward and in engineering education as did the white land-grant institutions. Their growth was confined largely in the area of industrial-vocational courses. Within the last two decades, however, efforts in Negro institutions have been increased in the semi-engineering and industrial arts and industrial vocational teacher training courses.

The explosive expansion of industry in the latter half of the Nineteenth Century created new fields for mining, metallurgical, and mechanical engineers. Della Voss, the Russian engineer, introduced a new system that involved the establishment of instruction shops separately from construction shops in the Imperial Technical School, Moscow, Russia, in 1868. This probably marks the beginning of a system of giving shop instruction as a part of the technical educational preparation of students on the college level. Shop instruction became a partial solution to the problem of an effective formal educational substitute for the apprenticeship system. The shops rather than the laboratories and classrooms received the emphasis in this effort for practical instruction. Engineering teachers felt that the proof of their competency was skillful demonstration of practice rather than elaborate knowledge of theory.

With the advent of electrical engineering in the 1880's followed by that of chemical engineering in the 90's, an effort was begun to make engineering education more scientific and to place less emphasis on the practical application. Industry co-operated with the engineering schools by establishing endowments for the express purpose of developing scientific research and technique. The late Dean Herman Schneider, of the College of Engineering at the University of Cincinnati, is credited with being the first to build a co-operative system between industry and an engineering school.

The introduction of such co-operative schemes into engineering institutions was followed by an increased emphasis on the

economics and management phases of engineering. This emphasis on the economics and management phase of engineering led to the establishing of separate industrial engineering curricula in many schools; however, the question has frequently been raised whether the major function of some, if not all, of the engineering colleges should be to train men for industrial management rather than the technical work of engineering.

Engineering education grew in popularity, not only in the land-grant colleges, but in other colleges—public and private. As a result classical education was relegated to a subordinate position in many institutions of higher learning. In 1862 there were at least six engineering schools in the United States. By 1870, there were seventeen; in 1871, there were forty-one; in 1872, seventy; in 1880, eight-five; and in 1896, 110. Today, according to the report of the Committee on Engineering Schools of the Engineers' Council for Professional Development, there are approximately 167 institutions that offer four-year college curricula in engineering.

There is no agreement as to whether it is better to maintain a few basic engineering curricula or to expand into the more narrowly specialized engineering branches. However, a survey reveals that a growing majority of individuals interested in the promotion of engineering education believes that engineering education should not be narrowly technical in nature.

It is further stated that "Engineering Education should be a unified process in which scientific, technological, and humanistic studies form an orderly whole; a self-contained branch of higher education under united supervision."¹

¹Wickenden, William E., Report of the Study of the Investigation of Engineering Education, 1923-29, vol. 1, p. 122. (The author of this report is now president of the Case School of Applied Science in Cleveland. Sponsored by the Society for the Promotion of Engineering Education, this report is probably the chief source of information concerning the evolution of higher technical education up to 1934, and the only comprehensive survey and study that has been made and published since 1923.)

The swing toward the broadening of the engineering curricula was noted by Wickenden when he pointed out:

"That in chemical, civil and mining engineering this tendency to concentrate on subjects in the particular engineering field of the curriculum has been passed and that we are beginning to swing in the other direction; whereas in mechanical engineering the content of specific engineering subjects seems to be remaining about constant, and in electrical engineering increase of emphasis on the technical subjects still remains."²

The present trend seems to be to place greater emphasis on general rather than technical educational values. An investigation of engineering education showed that opinions from 534 experienced teachers in 115 institutions, 6,269 graduates, and 855 prominent members of engineering societies favored special emphasis on the following seven points:³

1. Modern diversity of curricula, but tending away from specialization;
2. Dominance of scientific and broadly technical content;
3. Inclusion of a well-identified core of required subject matter in common;
4. Inclusion at all stages of subjects of purely cultural value;
5. Due emphasis (though not predominant) on the economic aspects of engineering and on its concern with administration and management;
6. Coherence of arrangement and coordination of related subjects;
7. Thoroughness rather than completeness of detail.

²*Ibid.*, p. 35.

³Scott, Charles F., "A Brief: Summarizing the Results of Engineering Education and Related Activities." Report of the Study of the Investigation of Engineering Education, 1923-29, vol. 2, p. 1246.

What the Negro Colleges Are Doing

Edited by ANNE O'H. WILLIAMSON

(Arranged in alphabetical order of names of institutions)

INSTITUTES AND WORKSHOPS MARK SUMMER SESSIONS OF 1945

THE *Workshop* as a method of in-service education for teachers proves more and more effectual. In contradistinction to "book courses" the *Workshop* technique centers in teacher-chosen problems, attacked by teacher-initiative and teacher-resourcefulness under the guidance of educational experts who contribute to the organization and evaluation of the teachers' research activities.

PREPARATION OF CURRICULUM MATERIALS

Fort Valley College conducted three workshops from June 11 to July 18, centering at Columbus, Macon, and Fort Valley, all in Georgia. In each of these centers the elementary school interest was emphasized. The activities of these Workshops dealt with the development of curriculum materials.

At Columbus the theme, "Human Relations," took form in ten readers featuring well-known citizens of Columbus, and a booklet useful in teaching Negro children fundamental facts regarding their own urban problems. At Macon the center of interest was "Aesthetic Experiences," and a comprehensive program was formulated for developing the Arts in the public schools emphasizing creative activities for children. At Fort Valley the final phase of a three-year program of "Food Production and Conservation" was concluded. Three readers in the language of rural children were developed and published.

PERSONNEL OF THE WORKSHOP

At Columbus. Director: Mrs. J. C. Evans; Consultant: Debose Tourgee; Participants: 85 teachers.

At Macon. Director: Horace M. Bond; Consultants: C. W. Duval, C. H. Parrish, *et al.*; Participants: 62 teachers.

At Fort Valley. Director: Mrs. V. A. Edwards; Consultants: Alva Tabor, C. L. Spellman, *et al.*; Participants: 26 teachers.

SPOTLIGHT ON FAMILY LIFE PROBLEMS

From June 11 to July 20, *Howard University* conducted a Workshop designed to meet the needs of home economics teachers and parent education workers. The central problems were child and adolescent needs, home appreciation, and adjustment in relation to the war. The activities of the workshop centered about (1) developing action programs in terms of selected problems and (2) committee reports pertinent to the theme of the Workshop.

An interesting outcome was the group opinion that *men as well as women* should enroll in such activities.

PERSONNEL OF THE WORKSHOP

Director: Flemmie P. Kitrell; Consultants: Helen Stacy, Marie S. Keys, and Sherman Briscoe; Participants: 25 teachers, 5 parents, and 15 nursery children.

CLINIC ATTACKS READING PROBLEMS

During the current Summer session *Lincoln University* (Mo.) conducted a Reading Clinic in which children from the local community served as trainees in a program designed to result in improved reading abilities. The Clinic was provided with standardized equipment for diagnosing and remedying reading difficulties, as well as materials made by the teachers themselves for solving their specific problems. Those enrolled for the study of reading deficiencies were organized into various interest groups,

where case problems confronting them in their regular school terms were discussed.

PERSONNEL OF CLINIC

Director: Julia Davis; Consultants: Lorraine Keet, *et al.*;
Participants: Teachers from St. Louis, Kansas City, and out of State.

TEACHERS STUDY HOME STATE

From June 25 through August 3 *Morgan State College* conducted a Workshop for elementary and secondary teachers, the theme being "The History of Maryland." The problems engaging the attention of the participants were student-initiated, student-planned, student-propelled and student-evaluated. The solution of the problems involved first-hand observations and surveys, independent research, individual reports, and group evaluations.

At the conclusion of the Workshop members decided that each project should be developed according to research standards and produced in sufficient quantity to meet requests from others than the participants who might desire the materials for use in teaching.

PERSONNEL OF THE WORKSHOP

Director: Houston R. Jackson; Consultant: Enoch Pratt Free Library; Participants: 40 students from *Morgan State College*, and teachers from Baltimore City and Maryland Counties.

INTER-AMERICAN LIFE INSTITUTE PROVES STIMULATING

The Inter-American Life Institute conducted at *Wilberforce University*, July 9 to 14, 1945, proved an informational, successful, and very stimulating undertaking. Through lectures and discussion groups, the showing of films, exhibits, library references, distribution of literature supplied by the various U. S. Offices, and a pageant, the members of the Institute were informed of the history, life, and thought of the peoples of the other American republics. Those in attendance were so enthusiastic that they urged, at the close of the sessions, the holding of further institutes on

Latin America, and specific plans for future institutes were made forthwith. Throughout the discussions much attention was given to comparative study of the role of the Negro and other racial entities in Latin America, with special emphasis on the history and present status of various races in Brazil and the West Indies Islands.

As an outcome of the discussions many suggestions were made to bring about a greater hemispheric solidarity. This was indicated by a desire to conduct Inter-American programs in our schools; to educate ourselves on all phases of the social and political conditions under which the masses of people are trying to exist today. A hope was also expressed that the Office of the Coordinator would further expand its fine program to include pictorial and printed information on the Negro people of Latin America.

PERSONNEL OF THE INSTITUTE

Director: V. V. Oak; Consultants and Lecturers: Rayford W. Logan, Mrs. Dorothy B. Porter, J. R. Alvarenga, Bishop A. J. Allen, Charles H. Wesley, Clarence H. Mills, and James T. Henry; Participants: 26 full-time enrolees and an average of over 60 visitors a session.

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College Notes and News

Edited by JOSEPH H. REASON

(Arranged in alphabetical order of names of institutions)

W. F. Nowlin of *Bluefield State College* was elected president of the Association of Social Science Teachers in Negro Colleges at the tenth annual meeting held in Nashville. Other officers of the Association are: Merl Eppse of Tennessee A. & I and Mabel M. Symthe of Lincoln University (Missouri). The thirty delegates attending the conference discussed questions of salary, tenure, and retirement.

* * *

Allison Davis, assistant professor of education at the *University of Chicago*, will direct a staff of psychologists, sociologists, and anthropologists who will make a study of intelligence tests in current use and attempt to devise new tests which will not penalize culturally disadvantaged groups in our society.

* * *

Jesse J. Seabrook, director of the Religious Foundation at Morgan State College, has been elected president of *Clasflin College* where he succeeds Dr. Joseph B. Randolph, retired. Dr. Seabrook has chosen Walter R. Harrison, formerly of Prairie View and Livingstone colleges, to be dean and professor of sociology. Dr. Harrison succeeds Horace Fitchett who has accepted a position at Howard University.

* * *

Charles W. Buggs who has been a member of the Wayne University medical faculty for the past two years has returned to *Dillard University* as professor of biology and chairman of the division of sciences.

* * *

Amos J. White, professor of French and head of the department, Wilberforce University, was elected president of *Edward Waters College* in Jacksonville. Mrs. Amos J. White was also elected to the faculty of that college as head of the department of business administration.

* * *

S. A. Roberts has been appointed assistant professor of psychology at *Fisk University*. Dr. Roberts goes to this position from Arkansas A. M. & N. College where he was dean of students and professor of education.

* * *

Thomas W. Turner, professor of biology at *Hampton Institute* for the past 21 years, was retired on September 1 and made professor emeritus. Dr. Turner went to Hampton in 1924 and organized the department of biology in connection with the collegiate program which was inaugurated at that time. Prior to that time he had been professor of botany at Howard University, his Alma Mater.

* * *

Sterling Brown, professor of English at *Howard University*, will be visiting professor of English at Vassar College for the first term of 1945-46.

New appointees at Howard University this year include: Dr. Marie Clark, assistant professor of botany; Horace Fitchett, dean of Claflin College, assistant professor of sociology; Dr. Mercer Cook, Atlanta University, professor of Romance languages; Dr. J. F. E. Einaar, professor of anthropology; Dr. Ivan Taylor, dean of Bennett College, associate professor of English; Louis L. Watson and Edward L. Jackson, associate professors of physical education for men; and, Esther J. Dyson and Jean B. Jennifer, instructors of physical education for women.

* * *

Horace Mann Bond has been elected to the presidency of *Lincoln University* (Pennsylvania) to succeed Dr. Walter L.

Wright. Dr. Bond will be the fifth president in the ninety-year history of Lincoln, our oldest college, and the first Negro to hold the position. Dr. Bond has been professor of education at Fisk University, dean of Dillard University, and, for the past several years, president of Fort Valley State College.

* * *

Frank Cunningham, assistant professor of Christian theology and philosophy of religion, and member of the active editorial board of the "Negro College Quarterly," was elected dean of Turner Theological Seminary at *Morris Brown College*.

* * *

C. R. A. Cunningham, professor of biology at *North Carolina A. & T. College* since 1934, has just been appointed registrar of that institution by President F. D. Bluford. Mr. Cunningham holds membership in several honorary societies and has taught at Tennessee A. & I. and Albany State colleges.

* * *

Dr. and Mrs. Cornelius Golightly, formerly of Howard University and Fisk University respectively, have been appointed to the staff of *Olivet College* in Olivet, Michigan. Dr. Golightly will teach philosophy and the social sciences, and Mrs. Golightly will hold the post of associate librarian.

* * *

According to a recent announcement made by Bishop D. Ward Nichols, chancellor of *Payne College*, Dr. Ervin James has been appointed president of that institution, located in Selma, Alabama.

* * *

Ernest M. Norris of *Prairie View State College* has been named assistant to the director of personnel in the U. S. Department of Agriculture to fill the position held by the late Thomas N. Roberts.

* * *

A. H. Turner, treasurer of *St. Paul's Polytechnic Institute* for the past forty years, has been retired and J. L. Whitehead has been chosen as his successor.

* * *

J. Francis Price, registrar of *Shaw University*, has been appointed administrative assistant on the staff of the United Nations Relief and Rehabilitation Administration; he is expected to serve overseas in the displaced persons division.

* * *

William H. Jones who was dean of *Tillotson College* during the administration of the late Mary E. Branch has been elected president of that college.

* * *

E. B. Evans has been granted a leave of absence by Prairie View State College to organize a school of veterinary medicine at *Tuskegee Institute*. The cost of the new school, about one-half million dollars, will be borne by the General Education Board and the State of Alabama.

* * *

Clinton F. Oliver, who taught at *Tuskegee Institute* in 1943-44, has been appointed head of the department of English at *Virginia Union University*.

* * *

Dr. V. V. Oak cancelled his plans of teaching at Tennessee A. & I. State College as a visiting professor and will remain at *Wilberforce University* as full-time teaching professor. R. R. Wright III was promoted to associate professor of economics and will take full charge of all public relations activities previously in charge of Dr. Oak.

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From Other Magazines

Edited by HUGH H. AND MABEL M. SMYTHE

NEGROES AND THEIR PROBLEMS

"Should Negroes Have Equal Rights?" By Arthur Kornhauser. *The American Magazine*, August, 1945, pp. 32-33, 130.

The experts polled by the author are as a group opposed to the Negro's being relegated to an inferior position or even to a separate and segregated one in the American social order. On two vital points affecting Negro-white relationships, 93 per cent said race prejudice is not inborn and 99 per cent agreed that Negroes are not inferior to whites in natural ability. To other basic questions on employment, housing, education, and the like a high positive return was made, and specific recommendations are made to help bring an end to Jim Crow in the United States. The representative group of Negro and white experts is listed at the end of the article.

"Racial Progress with a Plan." By Helen Gahagan Douglas. *Negro Digest*, August, 1945, pp. 49-50.

The Congresswoman from California gives seventeen points for the Negro to follow in adjusting himself to his rightful place as a citizen on equal footing with all others of

the United States. The Negro should remember he has been discriminated against, segregated, and exploited, and yet should realize that he has progressed faster and further than any other group of people rising from bondage. He should reject all who approach him for his help and contribution as a Negro and heed those who seek his assistance as an American and as a citizen.

"Meeting the Needs of Dependent Negro Children." By Myra Stevens. *The Family*, July, 1945, pp. 176-181.

In meeting the needs of dependent colored children tremendous shifts are necessary in one's attitudes, opinions, philosophy, and practices. The author's five years of experience in the Negro Child Center of Houston, Texas, provide a suitable basis for treating the problems peculiar to Negro children.

"Birth Control for More Negro Babies." By E. Franklin Frazier. *Negro Digest*, July, 1945, pp. 41-44.

One of the most important results of urbanization of the Negro has been the reduction of his birthrate. In northern cities 40 to 50 per cent of Negro marriages are childless but not because of birth control, for evi-

dence is available to show that comparatively few Negroes are familiar with the most reliable, medically-approved contraceptive methods. This high rate of childless marriages is due to venereal infection, to high proportions of still births, and probably to abortions. The educational program of the Planned Parenthood Federation of America is aimed at correcting these conditions. It is designed not to limit Negro births but to assure the birth of more healthy babies who will live to grow up; it seeks to give time to mothers to recover from one pregnancy before undertaking another, to postpone childbirth in mothers suffering from tuberculosis or venereal and other infections until they are cured, to assist young couples in establishing their marriages on a lasting foundation of mutual understanding and adjustment, and to encourage the early diagnosis and treatment of infertility to make parenthood possible to those who want children but find themselves unable to have them. Planned parenthood is not a panacea for the ills of the Negro, but with other equally important health and social measures, it can help the Negro to survive and attain his goals.

THE SOCIAL SCIENCES

"Looking Forward in the Social Sciences." By F. Stuart Chapin. *Sociology and Social Research*, July-August, 1945. pp. 431-441.

This discussion is concerned with new developments and trends in the social sciences, and deals primarily

with research developments in these fields. It covers the use of sociometric scales, the place and role of intuition in research, and the application of experimental designs to the evaluation of social programs.

"The Mestizos of South Carolina." By Brewton Berry. *The American Journal of Sociology*, July, 1945, pp. 34-41.

There are several communities of Negro - Indian - white hybrids in South Carolina, the members of which do not fit into the biracial caste system of the state. These "mestizos" have resisted amalgamating with Negroes, and persistently fought for white status. Their present position is anomalous since they are considered neither Negro nor white. This study points out the "pariah" attitude adopted even by the most downtrodden and unaccepted mixed-breed toward Negro Americans.

"A New Economic Order." By Frederick A. Bushee. *Social Science*, July, 1945, pp. 146-158.

In the slow process of evolution changes are now appearing in our economic organization which indicate that it is improbable that capital will continue to perform its directive function as efficiently as it should. Many signs point to a new era in which labor will become the dominant factor in production and will hire land and capital and produce for its own benefit. The capitalistic system is not adapting itself to modern conditions in that its failure to pro-

vide full employment to supply the population with material goods leaves unsatisfied essential societal needs. The author proposes that in the United States the labor system is the most logical successor to capitalism and would correct the faults of that system with the least amount of readjustment.

IMPROVING TEACHING

"Methods of Teaching." By George C. Kyte. *Review of Educational Research*, June, 1945, pp. 218-226.

The author summarizes sixteen recent research studies which include statistical treatment and evaluation of general methods of teaching. General methods, individual and group methods, the use of excursions, aural and printed materials, and study procedures are briefly analyzed. These studies reveal that research efforts in teaching are on the increase, that doctoral students are devoting attention to teaching methods, that experimental studies using intensive statistical techniques are being carried out, that there is now marked experimentation with teaching on the college level, that methods of teaching science in secondary schools and colleges are receiving considerable attention, and that the aspects of greater pupil participation in classroom procedure is receiving increased consideration. Some attention has been given to methods used in teaching the armed forces personnel in the hope that fruitful aids to

teaching in the postwar era will be found, especially as regards finding techniques that will assist and be of value in teaching adults.

"Learning Difficulty: A Symptom." By Edith T. Schmidt. *Child Study*, Summer, 1945, pp. 104-107, 119.

In helping the individual child who presents school difficulties, teachers may investigate the underlying causes for maladjustment through the use of the combined psychological and tutorial approach. The sources of children's difficulties repeat themselves in a more or less similar pattern in every child. The basic conflicts tend to center around sibling rivalry, feeling of rejection or inadequacy, feelings of guilt and so forth. However, these must be understood specifically to afford a remedy. In order to reach the source of difficulty, one must retrace the experiences of the child and come to understand what they mean to him. Knowing this it is possible to analyze the defenses he has set up against danger-filled situations. One cannot just reason with a child to give up defenses, but must render them unnecessary.

VOCATIONAL GUIDANCE

"Relationship Between Interests and Abilities: A Study of the Strong Vocational Interest Blank and the Zyve Scientific Aptitude Test." By Louis Long.

Journal of Applied Psychology, June, 1945, pp. 191-197.

If the vocational counselor is to do an adequate job he must constantly seek to find relationships between various criteria that he uses. The present study arose from speculations about the relationship between interests and ability as determined by the standardized Strong and Zyve tests. Most tests report a slight positive relationship between interests and abilities. The results of this study confirm this impression. The Zyve test deals largely with problems involving mathematics and principles of physics, while the Strong test is concerned principally with technical non-mathematical and technical mathematical and business vocations. The conclusions show that the use of both tests in counseling is advisable if the capacity of a student to do work in engineering or science is under consideration.

"Making Industrial Arts Industrial." By Kenyon S. Fletcher. *Education*, June, 1945, pp. 596-599.

The industrial arts courses can give the industrial aspect of the field increased emphasis through twelve suggested methods: the use of field trips to nearby industries; the use of motion pictures; studies of occupational information as regards job requirements, wages, and working conditions; productive projects as a variation from individual projects; assignment of student personnel to positions for learning industrial shop

organization; teaching the use and value of shop records such as time-tickets, cost records, and industrial-type specifications for jobs; instruction in the correct practices in the use of tools and machines; emphasis on punctuality in the shop and insistence upon adherence to work stations, encouragement of the use of clothing suitable for the proposed activity, emphasis on safety, and requirement that each project and all shop work meet acceptable standards.

OTHER ARTICLES OF INTEREST

"The Easy Chair: The Dark Ages in Texas." By Bernard De Voto. *Harpers*, August, 1945, pp. 134-137.

Mr. De Voto gives a concise review of the University of Texas case, bringing out its full implications for academic freedom in general. This episode may be a sign of the times foreshadowing future attacks likely to be made on many educational institutions as the country enters the postwar period. The attitude of various members of the University's Board of Regents is set down and the reactionary state of mind of those in control is thrown into sharp relief. Their remarks sound an alarm to the educational world and the nation at large to be on guard.

"Learning Basic English — An Over-All View." By I. A. Richards and Christine Gibson. *The*

English Journal, June, 1945, pp. 303-309.

This attempt to clarify current misconceptions about basic English reveals that the latter is not pidgin English. There is no barrier between it and the rest of English, and it is not intended to replace any mother tongue; it offers no threat to the cultural or linguistic independence of any country. It is not harder for foreigners to learn than a similar number of other English words, and it presents no difficulties for English speakers. It was designed to be an international language, and therein lies its greatest use; it is one of the easements that will prove of value for the next great crisis the world will have to face around 1965.

"Discipline Through Affection." By Aline B. Auerbach. *Child Study*, Summer, 1945, pp. 102-103, 123-124.

"How can I get my child to do what I say?" is the question parents ask repeatedly. No parent or teacher will be able to respond to children always in an ideal way, nor should they expect to. Occasional outbursts of irritability are only human, and children can understand these laws

if they know they can count on their parents' basic love and understanding. The child who feels alone, struggling against criticism and hostile feelings has little chance of improvement. Fortunate is the child who knows there are adults who will help and guide him when he needs it, and simultaneously will allow him to go ahead because they have confidence in him.

"Is Christianity 'Unrealism?'"

By Robert Maynard Hutchins. *The Intercollegian*, August, 1945, pp. 4-5, 16.

A philosophical but forthright and biting challenge to the consuming hatreds of jingoism today. The author points out the indifference of the world to the basic issues for which the war was fought and the twisting of Nazi doctrines to suit our ends, particularly the assumption that any American is fit to judge all Japanese or Germans. He reminds us that no man is a good judge in his own cause. As he sees it, the new "realism" is unrealistic, for it thwarts our own interests, which it falsely pretends to serve, and ignores the facts of human nature and history.

A Selected Annotated List of Books by or about the Negro

Compiled by MOLLIE E. DUNLAP

(Books are listed in alphabetical order of authors.)

April through July, 1945

Negro Artist Comes of Age. By The Albany Institute of History and Art. Albany, N. Y.: The Institute, 1945. Pp. 85. \$1.00.

A national survey of contemporary American artists with a foreword by John Davis Hatch, and an introduction by Alain Locke. The volume is a catalogue of an exhibit of Negro art set up by the Albany Institute of History and Art. Some forty-one Negro artists are here represented as deserving recognition.

All Brave Sailors: The Story of the S. S. Booker T. Washington. By John Beecher. New York: L. B. Fischer Company, 1945. Pp. 208. \$2.50.

Captained by Hugh Mulzac, a Negro, and manned by a mixed crew, this Liberty ship made many successful voyages across the submarine-infested waters of the Atlantic Ocean. John Beecher, the author of this book, was purser on the ship for two years. The great-grandnephew of Harriet Beecher Stowe makes in this story a fervent plea that problems of race relations be allowed to solve themselves throughout this country as they were

solved aboard the S. S. Booker T. Washington, whose crew has become famous for its high morale and efficiency.

They Seek a City. By Arna Bontemp and Jack Conroy. Garden City, N. Y.: Doubleday, Doran and Company, Incorporated. Pp. xvii, 266. \$2.75.

The authors here set forth the four great periods of the migration of Negroes within the United States: (1) that which occurred before the Civil War, in the days of the Underground Railroad, (2) that which followed Emancipation, (3) the period which was fostered by the shortage of labor in the North during World War I, and (4) the present exodus. Woven into this history of the four migrations are the personal stories of many colorful Negroes. Among these are Jean Baptiste Point DuSable, William Still, Benjamin Singleton, John Mercer Langston, Frederick Douglass, Ida B. Wells, Will Marion Cook, and W. C. Handy. The book contains a mass of valuable information on slavery in the United States and is written in a charming style which makes it easy reading.

Build Together America. By Theodore Brameld. New York: Hinds, Hayden and Eldredge, 1945. \$2.00.

This is the story of a project carried out in one of the schools in Floodwood, Minnesota. "A test was made of an educational system which focussed the students' attention on the future rather than the past and attempted to project the possibilities of democracy rather than studying its failures in past years." — Ben Burns in *The Chicago Defender*, August 18, 1945.

One America, the History, Contributions, and Present Problems of Our Racial Minorities. Edited by Francis J. Brown and Joseph S. Roucek. Revised Edition. New York: Prentice Hall, Incorporated, 1945. Pp. 717. \$3.75.

In this edition the authors have brought their 1937 publication up-to-date. Immigration from Europe and Asia, together with the causes for the same, are discussed at length. The various minorities are described and their contributions to American life are cited. Three chapters are devoted to the Negro and his achievements in literature, entertainment, music, and the arts.

The Story of the Springfield Plan. By Clarence I. Chatto and Alice L. Halligan. New York: Barnes and Noble, Inc., 1945. \$2.75.

Written by the curriculum director and the adult education director, this is a technical view "of how young boys and girls learn from childhood to live together and like it despite all differences in color, religion and antecedents."—Ben Burns in *The Chicago Defender*, August 18, 1945.

Build Together Americans. By Rachel Davis DuBois. New York: Hinds, Hayden and Eldredge, 1945. Pp. 288. \$2.00.

"This volume tells of the author's experiences in schools in introducing techniques designed to combat prejudice. It is an extremely valuable index to educational methods that can and do rout out hatred and greed."—Ben Burns in *The Chicago Defender*, August 18, 1945.

Color and Democracy: Colonies and Peace. By William E. DuBois. New York: Harcourt, Brace and Company, 1945. Pp. 143. \$2.00.

Dr. DuBois, in this latest of his books, tells without mincing words why the colonial and colored peoples of the world are not satisfied with the United Nations Peace Charter nor with the Dumbarton Oaks agreement.

"In presenting the case the author places his appeal on the broad plane of democracy for all peoples without regard to race or color. He is demanding, then, no special favor for the race to which he belongs but the recognition of all men as justly

entitled to liberty and the pursuit of happiness. The author discusses, therefore, 'Dumbarton Oaks,' 'Disfranchised Colonies,' 'Unfree Peoples,' 'Democracy and Color,' 'Peace and Colonies,' 'The Riddle of Russia,' and 'Missions and Mandates.'"
—C. G. Woodson in *Journal of Negro History*, July, 1945.

Freedom Is More Than a Word. By Marshall Field. Chicago: University of Chicago Press, 1945. Pp. xvii, 189. \$2.50.

In this little volume the publisher of "PM" and the "Chicago Sun" tells of the difficulties he had in starting his newspapers and discusses the problem of minorities in the United States. He has nothing but praise for the CIO, which he considers the most powerful force for better race relations in our country.

Public Journal. By Max Lerner. New York: The Viwing Press, 1945. Pp. xii, 414. \$3.00.

Included in these "Marginal notes on wartime America," as the subtitle reads, are the editorials on the Negro which appeared in PM in its early years. Each of these editorials reflects the author's liberal attitude toward the Negro.

Religion in Higher Education Among Negroes. By Richard I. McKinney. New Haven, Conn. Yale University Press, 1945. Pp. 181. \$3.00.

This scholarly work by the President of Storer College "is designed

to reach men directly in the religious and educational field rather than laymen. McKinney finds that the church has a high stake in Negro education and sees religion as a needed basic tenet of Negro College courses. He found that students were rather dubious about the sincerity of the religious spirit in Negro College administrations and recommends adequate measures to meet the criticisms."—Ben Burns in *The Chicago Defender*, August 18, 1945.

Our Negro Brother. By Edith H. Mayer. New York: Shady Hill Press, 1945. Pp. 32. \$1.50.

These biographical sketches of Negroes which tell of exploration, adventure, science, and social problems are designed to give the child an appreciation for the responsibilities of good citizenship. The sepia illustrations are the work of Else McKean and the introduction was written by Anne Coolidge.

The Land Possessions of Howard University. (A Study of the Original Ownership of the Landholdings of Howard University in the District of Columbia.) By Beulah H. Melchor. Washington, D. C.: The Author, 1945. Pp. 85. \$2.00.

Divided into two parts, the first treats of the original ownership of the campus and the history of land transactions pertaining to various portions thereof from 1651 until 1943. The second section gives an account of the tracts of land in

various parts of the city of Washington purchased by Howard University, and shows the relative economic and social importance of some of the sections of the city in which the University has or has had holdings. Appendices, bibliographies, and surveyors' maps are included.

This Is Our War. Edited by Carl Murphy. Baltimore: Afro-American Company, 1945. Pp. 216. \$1.00.

A gayly illustrated collection of some of the reports about colored troops sent to the *Afro-American* by its war correspondents in Europe, Africa, Southwest Pacific, and Alaska. "In reprinting these wartime dispatches no effort is made to tell a connected story. This book represents a series of pictures of what war correspondents met in their travels and their interpretations of the reactions of 'GI Joe' to new environments."—Introduction.

North American Negro Poets; a Bibliographical Checklist of Their Writings, 1760-1944. By Dorothy B. Porter. Hattiesburg, Miss.: The Book Farm, 1945. Pp. 90. \$2.40.

An expansion of the bibliographical checklist of American Negro poetry published by Arthur Schomburg in 1916. Doubling the number of domestic titles included in the former, the present checklist includes "books and pamphlets by individual poets, anthologies edited by Negro authors, and a few printed broad-

sides. It also presents some occasional poems which were originally appended to or included in prose writings prior to 1835."—The Preface.

The arrangement is alphabetical by authors and each entry includes a symbol indicating the location of the volume in collections of Negro literature.

Riots and Ruins. By Adam Clayton Powell, Sr. New York: Richard R. Smith, 1945. Pp. 171. \$2.00.

An impressionistic, brutally frank work on the Negro problem, with especial attention to the Harlem race riots. The author gives a bitter denunciation of the bad manners and conduct in which Negroes too frequently indulge. "Its chief virtue is its light-hearted, matter-of-fact exposition of a common sense way of looking at the entire problem of race."—Ben Burns in *The Chicago Defender*, July 14, 1945.

African Journey. By Eslanda Goode Robeson. New York: John Day Company, 1945. Pp. 154. \$3.50.

This book describes a trip which the author and her son, Pauli, made to Africa in the 1930's. Written in diary form, the book is profusely illustrated with photographs taken by Mrs. Robeson. "For many her book will be not merely a travel book about Africa—it is an excellent tourist account as well as a treatise on the color line—but the starting point of real study of that continent,

with the bibliographical path well mapped."—Ernestine Evans in *New York Herald Tribune Weekly Book Review*, August 12, 1946.

Negro Catholic Writers, 1900-1943. By Sister Mary Anthony Scally. Detroit: Walter Romig and Company, 1945. Pp. 152. \$2.20.

"This is a work intended to invite attention to the number of outstanding Negro scholars and authors who are members of the Catholic Church. The effort of the author is to show not only that the Negro membership in the Catholic Church is increasing but that these persons are a fair sample of the best in the Negro race. The evidence presented consists of the list of these persons, brief sketches of their careers and a bibliography giving their literary contributions." — R. L. Wayman in *Journal of Negro History*, July, 1945.

The Negro in the Armed Forces. By Lieutenant Commander Seymour J. Schoenfeld. Washington, D. C.: The Associated Publishers, 1945. Pp. 94. \$1.10.

With an introduction by the Marine Raider, Col. Evans Fordyce Carlson, this valuable book is filled with facts about the Negro in the armed services. The author pleads for the wiping out of segregation and prejudice in the army and navy and cites examples to prove the capability of the Negro as a serviceman.

Divide and Conquer. By Allan Sloan and Bob Russell. Amityville, N. Y.: Green Publishing Company, 1945. \$.15.

A playlet for children, designed to combat racial discrimination, with a foreword by Howard Fast.

Play Songs of the Deep South. By Altona Trent-Johns. Washington, D. C.: Associated Publishers, 1945. Pp. 33. \$2.15.

"A collection of singing games and a Negro lullaby, as played and sung by Negro children in the South. The musical arrangements are simple enough to be played by young pianists. Illustrated by James A. Porter." *Book Review Digest*, April, 1945.

Experiments in Democracy. By USO Divisions of the National Board of the YWCA. New York: National Board of the YWCA, 1945. Pp. 80.

An illustrated booklet which relates the activities of the USO "in certain areas where the social relations of the races are not exactly a state of war, as is the case almost throughout the Southern States. These contacts were such as eating, smoking and drinking at these places of recreation, planning for such activities and testing how they work out." — C. G. Woodson in *Journal of History*, July 1, 1945.

The Springfield Plan. By James Waterman Wise and Alexander Alland. New York: The Viking Press, 1945. Pp. 136. \$2.50.

"The text that makes a background for these unusual photographs of an unusual, perhaps historical plan is clear, readable and

convincing. . . . Every page of this book shows democracy at work. Race, creed, color are disregarded. Age is unimportant. From children in the lowest grade in school to the old men whose wise faces appear in committee meetings—all have a share in this experiment."—Mary G. Davis in *Saturday Review of Literature*, August 11, 1945.

Please, Mr. Publisher!

I am reviewing a book without giving its name. This repellent volume will be recognized by those who have read it without my increasing its sale by stating that the only thing that sells it is that it lapses into brutal physical scenes, brutally expressed.

... Actions based on reading happen a good deal oftener than most people realize. Fiction is a powerful influence on the standards of the young and on the standards of middle aged restless wives. A publisher producing such a book, if he faces the truth, will know that he increases the rate of pre-marital relations and of adultery in this world, where men fighting for America's survival need to be strengthened by the fidelity of their women, where women need to be strengthened by the fidelity of their men.

... Today people listen with a strange credulity to the pronouncements of the neurotic and the perverse. Few reviewers dare to crack down on books that degrade the mind. People are very conventional and the present convention is to be so "broad minded" that we are afraid to speak up for happy relations and honor and fidelity in the relations of men and women even though we see them as familiarly as bread and butter.

The pretty girl who is typing this, breaks in:

"You know *Fair Stood the Wind for France* is a good book except that the flyer who is taken into a French home and protected, takes everything the family has to give and seduces the daughter. He's going to marry her sometime and you can see the author doesn't think this is queer at all but I can remember, can't you, when gentlemen didn't go to a man's house and take everything he has to give and take the daughter too."

... We appeal to all publishers, editors, and book clubs. The men who are fighting leave their women, their sons and daughters in our protection. What do we do to them? to their minds? Being half-way decent through life is not the easiest thing in the world. It is to many people a stiff uphill fight for long years. It isn't only the young. Many a man with an honorable record has vanished in a humiliating scandal at sixty. Is the publisher, the book club, or the editor going to set booby traps to make the fight harder?

We believe in the right of that young pilot to come home to a sister and a wife as chaste as himself. This will depend to a surprising extent on the books and magazines, even the comics, published for them to read.

Do we believe in women's rights? Yes, we do. We believe in a woman's right to believe in chastity and honor and affection and faithfulness. We believe in a woman's right to love one man in marriage if she is fortunate enough to have a good husband, and that whether the man she marries is a good husband depends a lot on her, not only on her choice but on her creative affection and trust through the years. We believe in a woman's right to protect her young sons and daughters and to be protected herself. We believe in a woman's right to be modest without being laughed at. . . . The marriages of today and of tomorrow will be deeply colored by the books we publishers produce.

A publisher's name should mean sterling. What can he buy as precious as the thing he sells, if he sells the honor of his house?

—ADA P. McCORMICK in *Letter*, Summer, 1945.